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ABSTRACT

The Southern Association of Colleges and Schools maintains an interest in the improvement of elementary schools, as evidenced by its Cooperative Program in Elementary Education. The primary Technique for improving elementary schools is the faculty study, which is the sum total of a particular school's activities in selecting a problem, enlisting cooperation from citizens, proposing solutions, implementing solutions, and evaluating changes. Although the faculty study is primarily a program of local school improvement, the association provides the local schools with materials, advice, and coordination. Appendixes present accreditation materials and additional information about the association. (RA)

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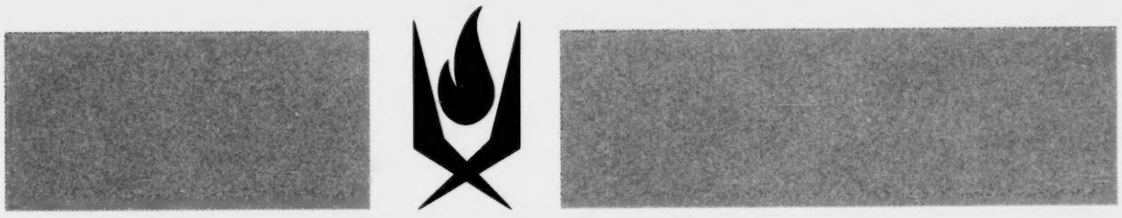
Guides to Conducting Programs of School Improvement



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ON ELEMENTARY SCHOOLS
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 PEACHTREE STREET, N.E. • 5th FLOOR
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TABLE OF CONTENTS

PREFACE v

PART ONE: WHY?

What Are the Values of Faculty Studies? 1
Faculty Studies and the Classroom Teacher 1
Faculty Studies and the Administrator 3
Faculty Studies and the Lay Citizen 6

PART TWO: HOW?

What Are Some Ways of Selecting a Problem for Study? 9
How Is the Status of the Problem Determined? 11
What Are the Factors Which Influence the Effectiveness of the Study? 13
What Is Involved in Evaluating the Effectiveness of Work Toward School Improvement? 17

PART THREE: WHAT THEN?

Values Served by Making Reports on School Improvement 27
Reporting as a Means of Professional Growth 27
Reporting as Supplementary Motivation 28
Reporting as a Means of Keeping Others Informed 28
Reports for Affiliation 29
Reports for the School Community 30

APPENDIX I

The State Elementary Committee 33

APPENDIX II

The Commission on Elementary Schools and the Elementary School Delegate Assembly 35

APPENDIX III

Application for Initial Affiliation 39

APPENDIX IV

System-Wide Annual Report 42
Individual School Annual Report 52

PREFACE

A brief review of the Southern Association of Colleges and Schools' Cooperative Program in Elementary Education is presented to give the reader an overview of the Association's continuing interest in the improvement of elementary schools.

The Southern Association of Colleges and Schools is a regional educational organization which accredits public and private schools in eleven southern states. Its territory includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. By agreement with the other regional accrediting associations in the nation, it also accredits American schools in Latin America, with certain exceptions. Accreditation is sought on a voluntary basis. The attainment of accredited status certifies that the institution has met the standards established by the Association.

The Cooperative Program in Elementary Education is designed to improve elementary schools of the region. It is unique in that no other regional accrediting agency has concerned itself, thus far, with elementary schools.

The Association's elementary school activities began in 1946 when the Commission on Curricular Problems and Research, which later became known as the Commission on Research and Service, voted unanimously to concern itself with the problems of the elementary school and the education of its teachers.

With the approval and assistance of the Association, the cooperation of other agencies in the South, and a grant-in-aid from the General Education Board, the Cooperative Study in Elementary Education was begun in 1947 and completed in 1951.

In 1953, the Southern Association of Colleges and Secondary Schools through the Commission of Research and Service initiated the Cooperative Program in Elementary Education which provided, for the first time, for the affiliation of elementary schools with the Association.

On December 4, 1958, the Southern Association of Colleges and Secondary Schools empowered its Cooperative Program in Elementary Education to offer an accrediting service to affiliated elementary schools in addition to the school improvement services. Since the 1960-61 school year, the Cooperative Program in Elementary Education has rendered this accrediting service.

The Constitution adopted by the Association in Miami Beach, December 7, 1961, changed the name of the Association to the Southern Association of Colleges and Schools, and placed the Cooperative Program in Elementary Education under the direction of the newly established Committee on Elementary Education.

At the 1963 Annual Meeting, the Committee on Elementary Education approved a formal request to be submitted through the Association's Committee on Policies and Functions that a Commission on Elementary Schools be established. The request was approved by: (1) the Committee on Policies and Functions on May 19, 1964; and (2) the Association's Board of Trustees on December 1, 1964. At the Association's business meeting on December 3, 1964 the necessary changes in Bylaws were presented with the understanding that final action would be taken at the next Annual Meeting of the Association. Favorable action by the Association on December 1, 1965 established the Commission. The organization of the Commission, which is described elsewhere in this publication, was completed on December 1, 1966 with election of its membership. The Commission functioned for the first time at the 1967 Annual Meeting.

All members of the Cooperative Program, affiliated and accredited, participate in the regional program of school improvement on a continuing basis. A school or system can be an active participant in the school improvement program without seeking accreditation. A school or system cannot be accredited, however, regardless of its resources, unless it engages in a continuing program of school improvement as a part of the Cooperative Program. Requirements for school improvement activities and continued growth are incorporated as major features in the standards and procedures for accrediting elementary schools.

The Cooperative Program in Elementary Education is characterized by the following beliefs:

1. The improvement of elementary schools can be fostered best by stimulating and assisting schools to undertake or continue local programs of improvement characterized by careful selection of the problems to be studied, and respect for evidence in evaluating the results of study and action.

2. Programs of school improvement should be centered upon problems identified through local study.

3. Cooperative self-evaluations, based on the use of a systematic guide or procedure, are the best means of identifying areas of the school

program in need of improvement and of unifying the forces of the school and the larger community.

4. All schools can improve regardless of past achievements and the door to affiliation with the Southern Association of Colleges and Schools should be open to any school or system willing to work toward improvement, share practices, and contribute to the strengthening of state and regional activities.

5. Improvement is most likely to take place when all the schools within an administrative unit participate in the Cooperative Program in Elementary Education on a system-wide basis, but the initiative of individual faculties should be recognized and encouraged by allowing individual schools to have membership in the Cooperative Program in Elementary Education and to avail themselves of all its services.

6. An accrediting service should be available to schools and systems which are members of the Cooperative Program in Elementary Education and thereby affiliated with the Southern Association of Colleges and Schools, provided that school improvement on a continuing basis is clearly seen as the central purpose of the Association's work with the elementary schools of the region.

The purpose of this bulletin is to give help and guidance to affiliated and accredited school units that are undertaking school improvement projects (study) as a part of their participation in the Southern Association's Cooperative Program in Elementary Education.

The desirability of involving a school faculty, other school personnel, and lay citizens in the improvement effort is emphasized throughout this guide.

The first edition, June, 1961, was based on the work of a study group which met at Daytona Beach, Florida in June, 1960. Subsequently, the Committee on Publications gave a writing group the responsibility for developing a bulletin based on the 1960 report.

When the new consitution of the Southern Association of Colleges and Schools necessitated revisions in the publications concerned with the Cooperative Program in Elementary Education, the original writing committee was asked to undertake the updating and rewriting of the 1961 bulletin. Since that time minor revisions have been made as the bulletin was reprinted.

PART ONE: WHY?

What Are the Values of Faculty Studies?

In hundreds of school-communities throughout the eleven states served by the Southern Association, school personnel and lay citizens are busily involved with carefully planned and conducted school studies. The rapid expansion of knowledge in our world today, the diffusion of new teaching techniques and materials, the increase in school population, and the problems and decisions which accompany such changes demand constant study and cooperative action if the elementary school is to keep pace with the needs of its pupils.

The term "faculty study" has become familiar to school personnel participating in the Southern Association's Cooperative Program in Elementary Education. The experience of many school personnel and interested lay citizens who have cooperated in such studies leads to the identification of certain values from the point of view of each person who is actively engaged in school improvement efforts.

Faculty Studies and the Classroom Teacher

Along with other in-service experiences, faculty studies can be an important means of providing the quality learning opportunities every teacher desires for his pupils. As each individual contributes toward helping his colleagues set up goals and make efforts toward school improvement, the value of faculty studies becomes more and more clear.

For example, in one small school situation a faculty of six teachers became interested in updating the science program. In spite of current pressures for over-emphasis on certain subject areas, the achievement of a balanced curriculum for children was uppermost in the minds of these teachers. Goals and objectives were carefully re-examined. These were discussed by the entire faculty. Generalizations and concepts which should be stressed at every grade level were clarified. Teachers shared information about techniques and materials which they had put to successful use. Resource people, including both experienced elementary teachers from other schools and science specialists, were invited to express their ideas about current trends and desirable practices. Finally, selected ideas and information from all these sources were used to develop a program of action to improve every phase of science in this school. Each teacher, by seeing the relationship of his responsibilities to those of his colleagues, was able to stregthen the entire program. Thus, the faculty helped these

teachers in evaluating their grade level goals in the light of the child's entire elementary school science program and in developing a clearer sense of direction toward desirable outcomes of their program.

In a larger elementary school similar concerns about the total program were expressed by a faculty of thirty teachers. Once the need for study was established, various responsibilities were assumed by individual teachers and small committees. The entire group began to reach common understandings of what was to be accomplished. Primary and intermediate grade teachers worked in small groups to study the needs in their special areas of responsibility. As findings and recommendations were shared with the total faculty, certain goals and objectives were clarified or modified. Further study of the total problem was then possible. Small committees were again formed to search for ways of improving the present program. Forward-looking practices were shared in a variety of ways including films, interpretive book reviews, demonstrations, and discussions. Instructional materials and other resources were examined and evaluated by similar means. A plan of action for testing new ideas in classroom situations was initiated. After careful evaluation certain suggestions were retained as a part of the on-going program; other suggestions were modified; and others were dropped as being inappropriate for this particular school. By this time new teachers and experienced teachers alike had developed a forward-looking perspective on their entire program. Some tangible outcomes of the study were seen the following school year as several hundred new titles reached the school library shelves, books which had been selected according to criteria developed by one of the faculty committees and purchased by the Board; in the up-to-date elementary science textbooks in the classrooms; and in the variety and quantity of carefully selected A-V aids and other science teaching materials readily available for classroom use.

While no claim is made that faculty studies can serve as a device to solve all school problems, it is clearly apparent that in any situation, either in schools similar to those described in the preceding paragraphs or those quite different, well planned studies can lead to more satisfying experiences for teachers and consequently more successful learning experiences for children.

Through study, discussion, experimentation, and evaluation each teacher may grow professionally. Such growth occurs as new teachers bring in new ideas and experienced teachers share tried and tested techniques; as boys and girls reap the rewards of all this study; and as teachers find that each faculty and committee meeting makes some contribution to better teaching.

Faculty studies can help other people interested in the school to understand how they can play helpful and effective roles in school

improvement. Pupils, teachers, principals, supervisors, superintendents, and lay citizens can be involved. If each of these participants can see his role in terms of the goals set up for faculty study, positive results can accrue. Pupils and teachers can explore and test the ideas formulated as they study problems together. Administrators and lay persons can make numerous contributions.

Careful study, clear communication, and prompt feed-back from each individual and group concerned with the development of good schools for children can lead directly to effective action. The following brief glimpses of school personnel and lay citizens striving to provide good schools are intended as further examples of the many values of faculty study.

Faculty Studies and the Administrator

Principal Jones, the administrator for an individual school, reflects upon the events of the school year now drawing to a close, particularly upon the last faculty meeting and the multiplicity of suggestions for the coming year submitted by individual teachers, and wonders where to go from there. What should be done about the differences in needs for expenditure of faculty time and school monies as perceived by the different faculty members? How can some agreements be reached and some priorities be established among the following suggestions?

. . . Let's use a unifying theme for faculty study next year rather than jumping from one topic to another without follow-up or follow-through.

. . . Why don't you call the faculty together only in emergencies since they know each other's ideas through their informal contacts during the school day?

. . . Could we provide opportunities and time for groups smaller than the total faculty to meet and work on common problems?

. . . Let's have only brief faculty meetings for routine announcements.

. . . Can we use our special funds to purchase new library books for older children instead of buying additional easy books for the younger children?

. . . Can we install new safety swings on the playground instead of sending our safety patrol members on the Washington trip next year?

. . . How can we get a new traffic light installed at the highway corner?

. . . Can we get individual slide projectors for each classroom instead of a new film projector for the entire school?

Which are the superficial questions and which are the real problems and the deeper issues that need thoughtful study? Would an organized, systematic faculty study help all members of the faculty weigh the merits of these suggestions?

The Director of Instruction for a large city school system confers with her staff of curriculum consultants, evaluating the year's work and looking to next year's demands. In analyzing where and how they have spent their time, the consultants find they have spent approximately fifty percent of their time in fifteen percent of the schools. Five percent of the schools either made no request for services or only one or two requests during the entire year.

. . . How can appropriate kinds of help be made available to *all* schools in the system?

. . . Should certain curriculum counsultants be assigned to certain schools for visitation on a regular basis?

. . . How can we help school faculties become more sensitive to their own needs for consultative help?

Would planned faculty studies in all schools make it easier to convey necessary background information to the consultants so that these consultants in turn can secure resources and schedule their time wisely?

Superintendent Reynolds regards the annual requests of the eleven schools within the school system which he administers, ponders upon the individual differences among schools and school requests, wonders how the Board of Public Instruction will receive the variety of requests, and how each request, if granted, will ultimately affect the education of the community's children. There is clearly a wide range of differences among requests such as the following:

. . . More up to-date professional books and pamphlets for the faculty library;

. . . Reading workbooks for each child in each grade in addition to the textbooks already available;

. . . Funds for re-painting and re-decorating the teacher's lounge;

. . . Teacher aides and more clerical help;

. . . Four new classrooms complete with teachers in order to eliminate half-day sessions in one school;

. . . More audio-visual aids;

. . . A school librarian.

Each of these administrators at whatever level of responsibility he or she works is confronted with certain problems. The role of administrator requires decision-making and living with the consequences for children, school personnel, parents, and other lay citizens. How can each administrator be reasonably sure all the facts are in so that wise decisions can be made?

In what ways could the teachers and other members of each individual school faculty provide the information needed to justify expenditures of money, time, and effort at the individual-school level and at the system-wide level on selected projects?

The East School Faculty has answered this question by engaging in a systematically planned and documented faculty study of its needs in certain areas. They have carefully analyzed and justified each request by try-outs in their own situation and by referring to selected research studies they have found in the professional literature. The focus has been upon their needs as a total faculty group in their particular community and they have been careful to provide for balance and consistency throughout the entire program at each grade level.

The West School Faculty has answered this same question by engaging in a carefully planned and documented faculty study, utilizing the materials and procedures suggested for schools affiliated with the Southern Association's program for elementary school improvement. They have made long-view plans with continuous checks on progress. They have exchanged information and ideas with other schools. Time and effort have gone into making practical application of new ideas to improve classroom practices and to record tangible indications of improved pupil attitude and achievement. Increased and more effective use of human and material resources has been noted. Greater parent understanding and involvement in meaningful school projects have resulted. Addition of staff and acquisition of instructional materials have been part of a systematic plan.

The South School Faculty believed there were some advantages to be gained by taking a deeper look at their school program, by measuring their present status against a consistent set of criteria, and by asking others to

look at their school and make recommendations from an outside point of view.

In each instance of planned faculty study the faculty has been able to work cooperatively with administrative and supervisory staff toward identifying some common problems and reaching agreements as to what might be the most appropriate action. For example, the superintendent of schools can go to the school board with definite facts, figures, and other data on school needs. Some of these requests may be based on agreements reached within an individual school; others may reflect system-wide agreements as to what should be given priority in continuing efforts to maintain good schools for children throughout the entire system. The curriculum consultants may gain a new perspective on the kinds of resources different schools consider necessary for their on-going programs. Faculty studies can help open doors from two directions–to let out expression of school needs and to let in new ideas, techniques, and resources. The individual school principal, as a participating member of a faculty group, can develop better insight into teacher needs. As he works cooperatively with the faculty, agreements can be reached as to which needs are soundly based on an understanding of the learning process, community demands, and the purposes of the school.

Faculty Studies and the Lay Citizen

Interest without information, concern without understanding, and participation without direction do not result in the most desireable contributions to schools by lay citizens. Interest, information, understanding, participation, and direction–all of these characterize the manner in which lay citizens worked with their schools in the following examples:

... A P.T.A. president talked with knowledge and understanding about the strengths and weaknesses of her child's school.

... A group of mothers established a schedule making it possible for one mother to be available for work at the school at all times.

... A local attorney sat in the office of an elementary principal and helped plan the expenditure of funds raised by a community-wide project.

... A dentist and a physician joined an elementary faculty to discuss the health needs of elementary pupils as a follow-up of the pre-school clinic.

Why did these lay people show such interest in schools? Why were they

informed and eager to give their time and effort? There were many reasons. However, in each of these instances the lay citizen had been actively involved in some kind of study of a school or school system.

The development of a program for participation in school improvement by a well informed lay public does not occur accidentally. This usually comes as the result of carefully planned opportunities for the professional educator and the lay citizen to work together. Outstanding accomplishments usually follow experiences where people have leaned to appreciate and understand each other through communication and cooperation. If the lay citizen is to perform his duties in the matter of education, he has the right and the responsibility to be actively involved in study, planning, and action. Best results are achieved by planned action based upon sufficient study.

The lay citizen who participates in local school studies can and should have opportunities to study for the purpose of understanding relationships. The lay citizen who engages in comprehensive study can develop the kinds of understanding and pride which caused a minister to say: "We are proud of our school. We know we have some weaknesses. We also know we have the strengths to share in improving our school." His statements were based on experiences shared with a faculty making a self-study required for elementary schools seeking accreditation by the Southern Association.

Lay citizens who are involved with faculty studies in schools affiliated with or accredited by the Southern Association's Commission on Elementary Schools see the advantage of following procedures and meeting standards proposed by an accrediting body; for it is relatively easy to show the similarity of the Southern Association of Colleges and Schools and such agencies as the American Hospital Association, and other bodies which grant approval.

Lay citizens can appreciate the value of visitation and consultation with individuals or groups who are in a position to help evaluate the local school as they use standards or criteria which have been developed by a cross section of the profession and used in other schools. Such understanding and appreciation results in renewed concern and effort by lay citizens. This leads to continued study of those school needs which still exist.

This brief explanation of some possible ways in which a school faculty and its community work together reveals the worth of such cooperative study. Certainly, every school faculty would have equally dramatic illustrations of attainments resulting from common endeavor. The resolutions of the presented problems have not been given, for the same resolution might not be appropriate for different school-communities. It is

hoped that the anecdotes which have been reported in this chapter will stimulate in each reader a creative approach to similar problems in his own particular school-community situation.

While any faculty can organize and develop effective studies, it is believed by many that the unity, resources, materials, and stimulation provided by the Southern Association's Cooperative Program in Elementary Education offers unique advantages to affiliated and accredited members.

Based on the assumption that school personnel and lay citizens can solve problems cooperatively which cannot be solved individually, the following chapter presents helpful suggestions for those who engage in faculty studies or other aspects of local school improvement.

PART TWO: HOW?

Enrollment of a school or school system in the Cooperative Program indicates that its teachers and administrators realize the need and value of continuous school improvement. In order to accomplish this objective attention should be given to the following: selecting the problem, determining the status of the problem, considering factors which influence the affectiveness of the study, and evaluating the effectiveness of work toward school improvement.

What Are Some Ways of Selecting a Problem for Study?

To initiate a program of school improvement the faculty has three tasks; namely, identifying problems, choosing a problem by establishing priority, and stating the problem clearly.

Identifying Problems

The success of a study program depends in a large measure upon the selection of the problem, hence, it must be done carefully. The faculty may soon discover that enthusiasm is waning if a problem which has been readily presented by a loquacious member, has been selected without weighing the relative merits of several possible projects. Such hasty decisions usually result in studies that are lacking in purpose and wholehearted, broad participation. Care must be taken, therefore, to explore all possibilities. Ideally, the problem selected should be significant to every member of the faculty.

Just as school improvement programs will differ from school unit to school unit, so will the approaches used to identify significant problems differ. Any approach chosen, however, should include a systematic exploration of areas which may need improvement. Among the ways that have been used successfully by school units are the following:

1. Conducting a self-study in accordance with the suggestions contained in the *Guide to the Evaluation and Accreditation of Elementary Schools.* This procedure consists of identifying and recording efforts to bring about school improvements, identifying other areas of need, planning additional improvement projects, and considering their appropriateness, feasibility and urgency. Six major areas of school improvement are examined when this procedure is used. These are: purposes, program, personnel, facilities, school-community interaction, and coordination.

2. Evaluating the school cooperatively through the use of a guide such as *Evaluating the Elementary School.* A search for practices in the school to illustrate the quality of the program should reveal significant problems that await solutions. Such an evaluation should provide the basis for group determination of the relative significance of the proposed problems. *A Handbook for Institutional Self-Study* is a complementary publication to *Evaluating the Elementary School.* The information and procedures outlined in the Handbook should be very helpful to the staff of any school or system seeking to improve the quality of its school program.

3. Exploring available information concerning the effectiveness of the school program. A school faculty wishing to identify its most significant problems may find avaluable leads in surveys by individuals and groups in the profession, in tests results, and in evaluations by the patrons, the press, and the public.

4. Reviewing the summary and evaluation of a previous study. In many instances the next steps in a program of continuous improvement are fairly obvious when the members of a group take time to consider where they are in their program and what the next steps should be.

Choosing a Problem by Establishing Priority

Some criteria that a faculty might apply in selecting a problem are as follows:

1. Does the problem appear to be one which the group can solve?

2. Does it represent the concerns of a sufficient number of the group who will do the study?

3. Will the work on the problem contribute to the professional development of the people involved?

4. Will the solution of the problem improve the learning experiences of children?

5. Are the necessary resources available for the solution of the problem?

6. Is the problem broad enough to justify an extensive study and at the same time restricted enough to allow for appreciable progress towards its solution in a year or two?

7. Does the problem hold first place over the other proposals because of its appropriateness and urgency?

When a faculty has reached a decision concerning the problem to be studied, it is ready to move toward clarification of that problem.

Stating and Clarifying the Problem

The necessity for stating the problem clearly becomes apparent as soon as the group begins to talk about plans and procedures for moving the study forward. Unless the group devotes appreciable time to reaching agreement on this matter, the various faculty members will find themselves going in all directions at once–each in line with his own individual interpretation of the problem. The faculty's statement should be (1) concise, (2) definite, and (3) delimiting.

For example, the problem would not be stated as "reading," " science," or "promotional policies" but instead, the following:

1. The improvement of word attack skills by determining the specific difficulties encountered and then planning and using a special procedure developed cooperatively by the faculty.

2. The improvement of the science program for grades 1-6 by analyzing the experiences provided during the previous year for the purpose of discovering deficiencies and developing a more adequate program.

3. The improvement of promotional practices by analyzing dissatisfactions with present policies and by designing and using new policies that will correct valid deficiencies revealed by the analysis.

After the statement is clarified to this extent, a faculty can proceed to the determination of present status and the organization for work.

How Is the Status of the Problem Determined?

Before the local unit can attempt to solve the problem that has been selected and started, the staff must carefully assess the existing conditions related to this problem. Its present status will provide a place to begin and a bench mark from which progress can be measured from time to time.

Some Factors Involved

Faculties which are just beginning a formal program of school improvement, those which have been affiliated with the Cooperative

Program for some time, and those which are a part of accredited units will have different backgrounds of experience in improvement programs. These differences may greatly influence the methods and the efforts used to determine the present status of the problem.

Members of a school undertaking cooperative study for the first time must draw upon other areas of professional experience. Survey results, previous in-service programs, professional meetings, testing programs, and various school reports may contain data that the staff can use profitably in determining the status of the problem. Sometimes data from these sources are already available, while at other times the staff may have to devise means for collecting the needed information.

In the school unit which has been affiliated long enough to have pursued or completed one or more problems or projects, the staff might first look at data which have been gathered as a part of previous efforts. This points up the need for a unit to maintain records and reports which may have future value. In addition, however, the staff would depend on the sources of data mentioned above.

Units which have been accredited have completed a self-study which has defined strengths and weaknesses. Since the self-study included a status-study, it should contain data which would present the status of the unit's major problems. This fund of data should increase each year as the school moves toward continuing improvement after accreditation.

Some Suggested Techniques

While the efforts of a unit to carry on a program of school improvement may be influenced by the length of time it has been involved in such a program, many of the techniques for determining status will be similar for all groups. A few of the techniques used most frequently follow:

1. Observation.

   While observation may not be completely reliable, this technique may be successfully employed by persons engaged in school operation and who are trained and experienced in the areas where their problems exist. Teachers are in a good position to observe skills, understanding, and attitudes which children have developed. Similarly, they are in a good position to determine causes of weaknesses. Although information gained by observation is subjective, its validity increases as teachers develop competence in observing and recording behavior.

2. Research.

   This category would include a variety of methods by which the status of a problem may be determined. Objective measurements, statistical analysis, and the application of tested criteria may be used to establish a basis for measuring improvement. Each of these indicates status at the beginning and therefore could be used to determine whether or not a need exists for the study of the problem under consideration.

3. Experimentation.

   In the process of setting up control situations and doing other things necessary for valid experimentation, it is necessary to secure data. These data, obtained through testing, questionnaries, or observation, present a picture of current status.

4. Use of research done by others.

   The National Education Association, the U. S. Office of Education, and many other educational agencies and institutions have completed studies and projects with which a unit may compare its problem in order to determine status. This comparison may be made with similar or different units. For certain types of studies, such as those dealing with homework, reviewing the findings of others may reveal enough data to make the local study more significant, less significant, or even unnecessary.

The degree to which school personnel understand the status of the problem will in a large measure determine the success of the study. Once an analysis has been made, the participants are then ready to proceed with organizing for work, using all resources at hand, sharing and recording ideas, and applying findings to school situations to bring about improvement.

What Are the Factors Which Influence the Effectiveness of the Study?

In order for the faculty to make satisfactory progress, it must have (1) adequate leadership, (2) an effective organizational pattern, (3) necessary resources, and (4) a program of action.

Adequate Leadership

Leadership may be defined as a process of helping a group define and move toward its accepted goals. In the case of the school faculty that has selected and stated its problem and that has determined the status of the

problem, leadership has been at work for some time. Faculties do not proceed up to the point of organizing for study without leadership. At the organizational stage, however, the need for effective leadership is even more pressing than during the selection of the problem and determining its status.

Several kinds of leaders may function effectively. First, the official leader, or status leader, has an important role to play. It is he who makes it possible for the group to assemble. It is he who sees that the surroundings are comfortable and the atmosphere pleasant. It is he who has the major responsibility for seeing that the study moves along to a successful conclusion. Although someone else may be designated as temporary or as permanent leader by the group, the official leader must work closely with this person thus providing a measure of guidance as well as support.

The procedures and the general atmosphere should be conducive to emerging leadership. As special projects are planned, as specific information is sought, and as help with group processes seems needed, various persons whose background and training eminently fit them for performing these services assume a leadership role. These persons may be members of the group or they may be persons from outside the faculty. Such non-faculty leaders may be members of the local administrative and supervisory staff, local people whose special experiences enable them to make unique contributions, members of college staffs, and staff personnel from the State Department of Education.

In working with the group, leaders should seek contributions from all participants, help each person to feel that he has worth-while contributions to make, and see that all ideas contributed are fairly considered regardless of their source. Consensus, not a majority vote, should be the group's objective. By operating in this way the resources of the entire group may be fully utilized.

Functional Organization

A group to be effective must do more than sit in a circle and exchange opinion. Segments of the problem must be identified, since no group can work on every phase at the same time. Special responsibility for these segments must be assumed by various individuals or groups; otherwise, as it happens sometimes, no one prepares because what is everybody's business often becomes nobody's business. A tentative time schedule must be agreed upon for consideration of the various segments of the problem if some semblance of order is to be maintained. As a result of breaking the problem into segments, the assumption of special responsibility for the segments by the faculty members and the consideration of these problems on a scheduled basis, the group should emerge with specific agreements on what they will do to improve the situation.

For example, a faculty which decides to improve the science program in the school might wish to proceed as follows after stating the problem clearly and determining its status:

1. Make a choice among several ways of segmenting the problem, such as, by grade levels, by big areas of content, or by the needs of children and society.

2. Organize committees around the segments and determine the responsibilities which individuals or groups will assume. In most cases these responsibilities include (a) sharing with the faculty expert opinion, research findings, and personal experiences related to the segment of the problem, and (b) making recommendations for specific action to remedy deficiencies identified.

3. Make a tentative long-range schedule of faculty meetings to consider the various segments of the problem.

4. Provide each committee at the appropriate time the opportunity to discharge its responsibility for sharing data and making recommendations for action.

5. Guide the emergency of a faculty action program to remedy deficiencies by accepting, revising, or rejecting each recommendation made by the committees. Without agreement on these plans, the study may end with discussion rather than with action.

6. Implement the action program through classroom application, subsequent meetings of the faculty, and continuing study.

Available Resources

The availability and the effective use of resources influence in a large measure the success of any program of continuing school improvement.

In the early stages of the study, the staff should determine the availability of needed resources. Publications related to the topic are ordered in sufficient quantity for frequent and full use by the participants. Audio-visual aids that can be used advantageously are identified. Lists are made of places to visit, processes to observe, and experiments to conduct. Persons who can make a contribution to the study by sharing information or by helping with group processes are contacted. All of these resources are held in readiness and brought into the study at the time they can make the most appropriate and effective contribution.

Experience of some faculty groups has shown that in the selection of resource persons certain cautions should be observed. For instance,

adequate information should be sought about the interest, background knowledge, and special skills of a potential resource person in order to determine his usefulness for this particular study. As arrangements are made for the work with the school, the resource person may reasonably expect to be given specific information as to the status of the study and precisely how his contributions may fit into the study plan.

It should be clear to all concerned that the resource person has specific services to contribute and is, therefore, not free to explore other interests of his own. For example, the resource person may be expected to bring special information not otherwise available to the group, to interpret certain findings from a group study in the light of his own special field of knowledge, or to assist the group in the evaluation of its own progress and plans for further work. When wisely selected and utilized the resource person can provide immeasurable help at appropriate phases of a study.

A Program of Action

The means through which the purposes of the school improvement program are achieved is the program of action. When the leadership at the local school is effective, all members of the faculty contribute to the action program. The chairman of the study strives to encourage a feeling of responsibility for the recommendations which are finally accepted by the entire faculty. Each individual seeks to implement these recommendations in the light of his own classroom situation. However, before embarking on a plan of action, the faculty must plan, organize, and agree upon the activities which will follow. Failure to do so often results in confusion and involvement in unproductive activity. To avoid this, certain questions should be considered:

1. How will the recommendations be implemented?

2. Will there be procedures which need to be different because of levels of students who are involved?

3. How will each faculty member relate to the entire group during this phase of the study?

4. What provisions will be made for experimentation?

5. What type of records will need to be kept?

6. What resources will be available for use by the faculty members?

Programs of action are as varied as the faculties where they originate. In many instances the faculty reaches agreement early in the study that some

modification of classroom procedure might improve the current program. Similarly, for certain types of studies, materials are developed and procedures are initiated which are used throughout the study. In other cases, action research or highly organized experimental projects are initiated toward the end of the study period. Frequently, the program of action is continued for one or more years.

Whatever approach is used, the faculty must strive to bring about improvements in the existing program of instruction. To see what progress is being made requires an effective plan for evaluating the study. The section which follows is devoted to this topic.

What Is Involved in Evaluating the Effectiveness of Work Toward School Improvement?

Evaluation is a part of every stage of the school improvement program. In fact, the project should begin with an evaluation—the determination of present status. As the study progresses, information must be gathered that will reveal the degree of progress toward goals, show the adequacy of procedures used during the study, and test the adequacy of the goals originally set up. Since each step in a study should be based upon evaluation of preceding steps, the gathering of evaluative data cannot be postponed to the end of the study. If adequate plans for continuous evaluation are made early, data may be collected which might not be available later and which are needed for use in making judgments concerning progress.

Evaluative Principles

Certain evaluative principles should be examined as plans for the study materialize. Some of these principles are as follows:

1. Evaluation should be conducted in terms of purposes and objectives.

2. Evaluation should be a cooperative undertaking of all persons concerned.

3. The evaluative process must have continuity.

4. Evaluation should be closely related to the teaching-learning situation.

5. Evaluation should take into account differences among individuals being evaluated in terms of adjusting work loads or responsibilities.

6. Evidence gained through evaluation should be used in planning for future growth of each individual.

7. Evaluation is complex, therefore, it should consist of a variety of techniques, instruments, and methods.

8. The evaluative criteria should be cooperatively developed and should be flexible enough to allow changes as the study progresses.

9. Evaluation should provide evidence of improved instruction or pupil accomplishment.

10. The evaluative process should result in each faculty member having a feeling of accomplishment.

11. The evaluative process should lead to improved skills in the scientific approach, such as open-mindedness, objectivity, gathering and interpreting factual data in an unbiased manner.

Kinds of Evidence to be Sought

The purpose of evaluation will determine the kind or kinds of evidence needed for making judgments. If the purpose is to determine progress toward goals, certain kinds of evidence would be valuable and other types of little or no value. Likewise, evidence gathered for determining the effectiveness of study procedures or for determining the adequacy of goals might require evidence quite different from that used in determining progress toward goals.

Among the kinds of evidence needed for effective evaluation in the areas mentioned above are the following: (a) changes in children, (b) changes in teachers, (c) changes in ways of working, (d) the results of experimentation, and (e) the quality of the materials produced.

Changes in Children

In evaluating a shcool improvement program, the primary purpose of the staff should be to determine the improvement of educational opportunities for children and youth. Closely related to this is the professional growth of the staff. In their efforts to bring about improvements, teachers should be able to identify desirable changes in the behavior of the children. Such changes are likely to be present if study groups can find affirmative answers to questions regarding pupil behavior which reflect the goals sought.

1. Does a significant number of children show a greater interest in the area under study?

2. Do children bring appropriate materials to school?

3. Do children read more library books?

4. Do children seem to be at ease and responsive when visitors enter their classroom?

5. Do classroom and playground activities show growth in self-control?

6. Do results of tests indicate growth in knowledge, understanding, attitudes, and skills?

7. Do children show understanding and respect for children different from themselves?

8. Do children exhibit a better understanding of the objectives toward which they are working?

9. Do children readily evaluate their own work from day to day?

Changes in Teachers

Changes which affect teachers should be equally as noticeable as are the changes mentioned concerning children. Teachers will be exhibiting signs of professional growth when positive answers can be given to the following questions.

1. Have the teachers requested more supplementary and audio-visual material?

2. Have teachers asked for additional professional books in the area covered by the in-service study?

3. Do teachers sincerely feel that instruction has improved in the area being studied?

4. Are teachers willing to make changes as recommended by the decisions of the group?

5. Are teachers more relaxed with pupils, teachers, principals, parents, and others?

6. Are teachers growing in sensitivity to individual differences and in skill in providing for these differences?

7. Have teachers improved classroom environment?

8. Do teachers use evaluative data to improve or change their classroom procedures?

9. Do teachers make a continuous effort to evaluate their students to find their own strengths and weaknesses?

10. Do teachers recognize problems of co-workers as opportunities for strengthening the total school program?

11. Do teachers react to comments from co-workers with an open-mindedness which leads toward the solution of problems?

12. Do teachers attempt to discover, appreciate, and encourage a wide range of talents and skills among themselves and their students?

Changes in Ways of Working

In addition to evaluating results of a school improvement program, the group should also examine ways of working. As pointed out earlier, some organizational plans, procedures, and resources are likely to be more effective than others. Consequently, teachers may wish to look closely at the manner in which they worked during the current study. The following criteria are suggested as being equally applicable to a system-wide study, an individual school study, and/or to individual teacher growth.

1. Was there general agreement on choice of a problem or problems for study?

2. Did the problems concern the entire group?

3. Were topics sufficiently delimited so that successful solutions might be reached?

4. Was the topic selected so broad that it was completely frustrating?

5. Was the topic so limited that it was not challenging?

6. To what extent was leadership shared during the study?

7. Was there a carefully developed plan for utilizing known leaders and developing potential leaders?

8. Was the organizational plan understood and accepted by all personnel?

9. Were the procedures used sufficiently flexible for originality and creativity to be possible?

10. Was the problem of needed resources studied early and plans made accordingly?

11. Was a wide variety of personal and material resources readily available to the study groups?

12. Was optimum use made of available personal and material resources?

13. Did status leaders and emergent leaders function effectively?

14. Were sufficient personnel given responsibility for summarizing, editing, and sharing the work of all committees including the work of the total group?

15. Did all committees make recommendations for action?

16. Did a program of action emerge?

17. Did the group follow through with the action program?

The Results of Experimentation

Teachers and children are the basic ingredients of experimental projects during the course of a school improvement program. Topics on which teachers work should be meaningful and of practical value to them in their classroom or school situations. Consequently, teachers should examine their own practices and their own classroom situations in light of the problem under study.

When a faculty has reached the point of saying, "We've found out something, now let's try it out"—the time is right for experimentation. Teachers must be certain that experimentation is handled in a manner which will not impede the progress of children. Teachers must set up controls, successfully initiate a project, and constantly evaluate progress being made. The process of evaluation should be in the light of goals, values, and accomplishments.

In order that a group may evaluate the results of experimentation, it should consider questions such as the following:

1. Have test results shown significant gains?

2. Did the results show that children of all ability levels profited?

3. Do the findings from the tested procedure reveal satisfactory procedures for further use?

4. Has the experiment been tested sufficiently?

5. Was the sample used representative of the population?

6. Were the procedures used in the experiment adaptable to the local teaching-learning situation?

7. Can the procedures be implemented within the framework of the present school program?

8. Does the implementation of the findings encroach upon the prescribed time allocated to areas other than those under investigation?

9. Were the teachers sufficiently prepared for the initiation of the experiment?

10. If results were positive, do all teachers and parents fully understand what implementation will mean?

11. Do all teachers affected realize what the next step will be concerning the project?

12. Do additional materials and/or resources need to be provided before the experimental procedure is adopted by all teachers?

13. If the experimentation was inconclusive, what were the contributing factors?

14. If the experiment failed, what further steps need to be taken?

Quality of Materials Produced

Several types of original materials are often produced during the study or at its conclusion. One kind has special value for those engaged in the study; for example, (1) minutes of proceedings including agreements reached for a program of action, (2) results of experimentation, (3) statements of guiding principles for dealing with specific aspects of the school program, (4) agreements concerning scope and sequence in subject matter or skill areas, and (5) cooperatively developed teaching materials. Other kinds of material produced in cooperative studies may have value for individuals or faculties who have similar problems or interests. Materials mentioned above can be shared by circulating them in their original form or through professional articles or special bulletins.

In evaluating materials, one must focus attention on the purposes they are to serve. However, whether for local or general use, these materials should pass the test posed by such questions as the following:

1. Will they be useful to anyone beyond the immediate group involved?

2. Will the cost of producing them be justified?

3. Are the materials clearly written?

4. Are the statements grammatically correct?

5. Are they consistent throughout in philosophy and style?

6. Can application be made easily to the local situation?

7. Do they represent the best thinking and effort of the group within reasonable limits of time?

8. Are the contents supported by the available research?

9. Will publication cause embarrassment to anyone or to the school or system?

10. Is publication the most effective way to use this information?

Some Ways of Gathering Evidence

Evidence needed for making judgments concerning the school program may be gathered in a variety of ways. However, caution should be used in determining the most effective means of gathering evidence for a particular study. Some of the most frequently used techniques are: (a) testing; (b) systematic observations, (c) self-analysis, (d) group discussions (e) opinion polls, and (f) team judgments.

Testing

Tests, both teacher-made and standardized, are commonly used in gathering evaluative data. They provide a feasible means of securing information regarding certain kinds of achievement; for example, growth in information and work-study skills. Certain types of tests can also be helpful in securing clues to the concepts, interests, and attitudes children are developing.

Systematic Observation

Systematic observation can be helpful for accumulating subjective evaluative data. Anecdotal records, behavior journals, and check-lists reveal much that might go unnoticed in casual observation. For that reason a systematic method of recording growth data is highly recommended.

Self-Analysis

The pupil himself (or the teacher when he is doing the self-evaluating) can assist in the accumulation of much evaluative data. Frequently used for this purpose are checklists which the individual has helped to develop, samples of work which he has collected and compared, and diaries which he has written.

Group Discussion

An excellent means of evaluating progress toward accepted goals is purposeful group discussion. This technique may be effectively used by the teacher and his pupils in dealing with instructional goals within the classroom or by the faculty in considering the total school program. In either case, groups may make their discussions more purposeful and more meaningful by considering such questions as the following:

1. Was the study well planned?
2. Were procedures effective?
3. Was leadership shared?
4. Have all faculty members contributed?
5. Has the study affected the entire school program?
6. Have teachers and classroom practice been improved through the study?
7. Have activities of teachers and pupils changed favorably?
8. Has the study stimulated the teacher to read more professional literature, attend college courses, and do some classroom experimentation?
9. Has the faculty considered the study meaningful and worthwhile?
10. How could the study have been improved?
11. Has the study contributed to personal growth and satisfaction?

Opinion Polls

The attitudes and opinions of school personnel and others can be a good indication of the effectiveness of a program. Pupils, teachers, administrators, parents, and lay citizens can provide valuable data when

they are affected by the results of the study program. Many parents, for example, will respond eagerly to polls concerning homework, promotional policies, and techniques used in reporting pupil progress.

Team Judgments

Many schools and school systems invite professional people to visit for the purpose of assisting with the evaluation of a program. A system-wide committee, a school faculty, or a visiting professional group may conduct an evaulation in cooperation with local school personnel. Visits by members of the State Department of Education and by official visiting committtees to schools which are seeking accreditation are examples of this approach to gathering evaluative evidence. For the observation and evaluation of visiting consultants and committee to be valid and fruitful, such visitors should have the benefits of (1) an appropriate orientation regarding the school or school system to be visited–its size, setting, purposes, resources and achievements; (2) opportunities to observe representative elements of the program; and (3) ample time in the visitation schedule to form valid judgments.

Uses of Evaluative Data

The collection of evidence serves several purposes. First, evidence collected at the beginning of the study helps to determine the status of the problem. Second, evidence collected during the study serves as a basis for deciding next steps as the study moves along. Third, evidence collected at the beginning of the study, during the study, and at the end of the study helps the group to make value judgments concerning the success of the entire study project, pointing up successes, failures, and a subsequent course of action.

Wise use of the evaluative data is imperative if the quality of the school improvement program is to be determined on a sound basis. Evaluation is not an end-product in itself, but rather it is an integral part of all learning and improvement.

PART THREE: WHAT THEN?

Reporting on school improvement at regular intervals to the State Elementary Committee is an essential part of the Southern Association's Cooperative Program in Elementary Education. In addition to these reports, schools or school systems may find it necessary or desirable to prepare and give reports to boards of education, parents, professional groups, or the press. Such reports, which may vary greatly in nature, will also vary greatly in the purposes which they are designed to serve. The nature of a report is largely determined by its purpose and its recipients. Some examples follow:

1. A faculty includes specific amounts of money, numbers of books, and unit costs in a report to the board of education requesting additional funds to meet accreditation requirements.

2. A faculty steering committee reports strengths and weaknesses of the school's library to the entire faculty.

3. Reports of specific efforts to continue meeting accreditation standards are made to a state committee by schools or school systems.

4. Reports of efforts to improve the local school or school system are prepared in news form for the local press.

Values Served by Making Reports on School Improvement

Significant benefits can accrue from the preparation of reports on school improvement. Some of these benefits are: (1) the process of producing the reports can be a learning experience for those involved, (2) preparation of a report may guide and stimulate participants in their efforts, (3) data contained in reports can be used to inform and stimulate other individuals and groups, and (4) accomplishments, plans, and commitments recorded in school improvement reports can serve as evaluative instruments and guides to future action.

Reporting As a Means of Professional Growth

When producing a written report, a group is forced to clarify ideas that ordinarily would be taken for granted, to make statements which are precise in their meanings, and to be specific in recording decisions. As

reports are prepared cooperatively, participants learn from each other and improve in their ability to work together. Some examples follow:

1. Faculty members express different kinds of concerns about grade placement of subject-matter while studying the science program. Preparation of their final report results in the suggestion that better ways are needed for recording the learner's experience for the use of the next teacher.

2. A faculty discovers that factual data from achievement tests are more meaningful than the statement that "pupils differ in attainment."

3. A faculty appreciates the contribution of one member who has recently completed a course in statistics when a faculty report is strengthened by the use of statistical analysis.

Reporting As Supplementary Motivation

The requirement of the Cooperative Program that studies be reported to the State Elementary Committee provides a stimulus to affiliates in initiating and continuing programs of school improvement. Deadlines for submitting reports are helpful in establishing target dates and in moving the group to action in accordance with accepted schedules. However, for such studies to be fruitful, they must do more than meet deadlines and satisfy minimum requirements for reporting. Reports should stimulate because they are the expression of those who create them. Some examples follow:

1. One faculty member rearranges his classroom after preparing a report on facilities.

2. A faculty begins a study of desirable function and design of classroom furniture as a result of reporting what they have.

3. A faculty decides to write a report of a year's study in time to discuss and plan for the implementation of suggestions before the end of the school year.

4. Preliminary reports are prepared early so that they may be seen and used by the consultant before a final report is compiled and sent to the state committee.

Reporting As a Means of Keeping Others Informed

Reports made by school personnel may provide valuable data for

others. First, they serve to keep official state and regional groups informed. State committees, regional committees, and individuals in leadership positions need to know what is underway if they are to provide maximum help for local groups. Second, when these reports, or ideas gleaned from them, are reproduced and circulated through speeches, circulars, newsletters, pamphlets, and bulletins, the exchange of ideas can be beneficial to all concerned. Facts regarding efforts to improve the local school are impressive and helpful when presented to the public through local news media. Results such as these can accrue:

1. The chairman of a state committee shares ideas gained from reports of a faculty which has demonstrated real improvement.

2. The editor of a newsletter publishes results of one faculty experiment with new teaching media. These results are thereby placed in every affiliated school within the state.

3. A faculty secures help from key personnel in another school within the system as the result of a system-wide report compiled from individual school reports.

4. The principal and members of the faculty are interviewed on a local television program. They use facts and ideas contained in reports of their faculty studies to gain support for and understanding of what they are trying to do.

Reports for Affiliation

Affiliated and accredited units are expected to report periodically to the official state and/or regional groups. Additional reports are required of affiliated schools seeking accredited status. (See *Guide to the Evaluation and Accreditation of Elementary Schools.*) The reports provide for applying for initial affiliation and for reporting status, progress, and plans for school improvement.

Copies of all forms are available from the office of the Commission on Elementary Schools and should be completed and submitted in accordance with the directions printed thereon.

Initial Application

For initial application for affiliation, the appropriate official in the applying unit should secure Form 1, *Application for Initial Affiliation,* shown in Appendix III, from the Chairman of the State Committee or

from the office of the Commission on Elementary Schools. The membership year is from July 1 through June 30. To secure full benefits, the application should be completed and mailed as near July 1 as possible. Upon receipt of the application by the Commission, appropriate forms for filing an annual report will be mailed. After the first year of affiliation, the Executive Secretary of the Commission on Elementary Schools will submit a statement of dues, containing provisions for correcting data from previous year, to the appropriate school official during the summer months. Upon receipt of information indicating that the school unit wishes to continue in membership, the appropriate form(s) of the annual report will be sent to the official or his designee.

Annual Report

Early in each school year, each unit files a report for affiliation. Form 2-A is provided for system-wide reporting and Form 2-B for individual-school reporting. Each reporting form has two major parts. (See Appendix IV.)

On receipt of satisfactory annual reports, the State Committee through its chairman will award certificates of affiliation to the reporting schools.

Reports for the School Community

If the local school or school system expects to secure and maintain community understanding and support of improvement efforts, ways must be found to provide information which develops interest, understanding, cooperation, and respect. Such reports may be of three types: (1) oral reports to lay groups, (2) written reports distributed by the school, and (3) reports made through local news media. In each local school situation criteria should be developed for use in making such reports. Some questions to be considered are:

1. What general or specific purposes is the report expected to serve?

2. Is the report factual and precise as to data, context, and interpretation?

3. Does the report consider the frame of reference of those to whom it is made (degree of participation, previous reports received, relation to the school, and responsibilities for decision-making)?

4. Is the language and format of the report appropriate and interesting?

5. Does the report avoid basis for undesirable complacency or alarm?

6. Is the idea of continuous improvement conveyed by the report?

7. Do democratic processes of development show in the report?

8. In what form and through which media can the report be most effective?

9. Is the nature of the report such as to cause somebody to do something which should be done?

APPENDIX I

The State Elementary Committee

In each of the eleven states served by the Southern Association of Colleges and Schools, a state elementary committee is responsible for the conduct of the Cooperative Program in Elementary Education.

Membership

Each state committee selects its officers and makes provision for replacements. While the seven members of the Commission of Elementary Schools from each state form the nucleus of the State Elementary Committee, each state is urged to (1) include representatives from affiliated schools on the state committee, (2) provide for overlapping memberships, and (3) elect a chairman at least every three years.

The Bylaws of the Association provide that the Commission on Elementary Schools shall consist of representatives of member institutions and state departments of education. In keeping with this provision, each state nominates persons for Commission membership from the following categories: (1) one person from the state department of education whose responsibility is elementary education, (2) one person who is connected with a member college, (3) one person who is connected with a member secondary school, and (4) four persons from member institutions (accredited elementary schools).

These seven persons constitute the representation of each state on the Commission on Elementary Schools and are eligible to assume any responsibility to which elected by the Commission or Association. Also from this seven-person group, the state selects its representatives to the standing committees of the Commission on Elementary Schools.

Responsibilities

The specific responsibilities of the state elementary committee are as follows:

1. To provide leadership at the state level for the Cooperative Program in Elementary Education. Promotion of the program, assistance with enrollment, and guidance in study programs are the major aspects of this responsibility. In addition, however, the state committee furnishes personnel and other resources for state and regional projects of the Cooperative Program.

2. To implement the accrediting service available to affiliated elementary schools. It is the responsibility of the state's representatives who hold membership on the Commission on Elementary Schools to organize themselves so that they can coordinate and administer the services and activities incident to initial and continuing accreditation.

APPENDIX II

The Commission on Elementary Schools and the Elementary School Delegate Assembly

The Commission on Elementary Schools and its Elementary School Delegate Assembly are the regional governing bodies for elementary education within the Southern Association of Colleges and Schools and serve as the regional accrediting bodies.

The Commission on Elementary Schools, its standing committees, and the Elementary School Delegate Assembly conduct most of the business relating to school improvement and accreditation during the Annual Meeting of the Southern Association of Colleges and Schools. However, the Executive Council, the standing committees and ad hoc committees engage in activities as needed throughout the year. The Commission may assemble in called meetings. Accreditation of schools, election of officers, and election of commission members are actions accomplished during the Annual Meeting.

Since 1966, the Commission on Elementary Schools has sponsored a Southwide Conference on Elementary Education. The conference is held in mid-July in vacation oriented surroundings for members of affiliated and accredited schools and systems as well as others interested in elementary education. Information on the status of this annual conference is available from the office of the Commission om Elementary Schools.

Commission on Elementary Schools

The Commission on Elementary Schools consists of seventy-seven (77) members as follows:

Membership

1. Seven (7) members from each of the eleven states served by the Southern Association of Colleges and Schools elected in keeping with the Bylaws of the Association.

2. Upon nomination by the Commission and approval of the Elementary School Delegate Assembly, all members of the Commission on Elementary Schools shall be elected by a majority vote of the Association members present and voting at the Annual Business Meeting.

3. Members shall be elected for a term of three (3) years with one-third of the terms expiring each year. After two (2) successive terms, a member shall be ineligible to succeed himself for a period of three (3) years. Not more than one (1) member of the Commission shall be connected with the same institution.

Responsibilities

The Commission on Elementary Schools has the following duties:

1. It shall prepare a statement of standards for membership of elementary schools, These standards shall be submitted to the Elementary School Delegate Assembly present and voting at the annual business meeting of this body. The action of Elementary School Delegate Assembly shall be final. These standards shall provide for diversity of programs among the schools.

2. It shall make such visits and investigations as it deems necessary.

3. It shall prepare all needed blanks and certificates.

4. It shall prepare a list of member elementary schools in good standing and a list of those member schools dropped, and submit these lists for approval to the Elementary School Delegate Assembly at the annual business meeting of the Commission on Elementary Schools. These lists shall be submitted to the Board of Trustees of the Association for publication.

5. It shall give to any member elementary school applying for membership, notice of failure to conform to the standards.

6. It shall be responsible for the continuation of the school improvement activities of the Cooperative Program in Elementary Education.

7. It shall nominate to the Elementary School Delegate Assembly persons to succeed those members of the Commission whose terms expire.

8. It shall nominate the Executive Secretary of the Commission on Elementary Schools and professional assistants as needed and submit these to the Board of Trustees of the Association for election.

9. It shall appoint an Executive Council of the Commission which in general will act for the Commission while it is not in session, but the acts of this Council shall be subject to the revision and approval of the Commission as a whole.

10. It shall appoint such committees as are needed.

11. It shall provide for final action on accreditation of members by the Elementary School Delegate Assembly.

Elementary School Delegate Assembly

The Elementary School Delegate Assembly consists of the official representative of each accredited elementary school present and voting during the business sessions of the Delegate Assembly scheduled during the Annual Meeting of the Association. Therefore, the number of voting delegates in any business session could equal the number of elementary schools accredited in the region.

Areas of responsibility of the Delegate Assembly are indicated above in items 1, 4, 7 and 11 under "Responsibilities" of the Commission on Elementary Schools.

APPENDIX III

Form 1
(Revised)
CPEE-SACS
5/1/70

Commission on Elementary Schools
Southern Association of Colleges and Schools
795 Peachtree Street, N.E., Fifth Floor
Atlanta, Georgia 30308

Application for Initial Affiliation

with the

Southern Association of Colleges and Schools

Through Membership in the

Cooperative Program in Elementary Education

19____19____

This application for initial membership in the Cooperative Program in Elementary Education is to be completed in triplicate by the superintendent of the system or the principal of the school and two copies mailed to the office of the Association. If the system or individual school is to be listed as an affiliated unit in the December PROCEEDINGS of the Association, the application should be received in the Southern Association office on or before October 15. However, applications will be accepted after that date and listings will be made until December 15 whenever possible.

I. Type of Membership Requested:* (Check one) ☐ System-Wide ☐ Individual-School

II. Type of School or Schools: (Check one) ☐ Public ☐ Independent ☐ Parochial

III. Name and Address of System or School: (If individual school is applying, also show name and address of system in parentheses.)

_____

_____

_____

IV. Name of Superintendent or Principal: (If individual school is applying, also show name of superintendent of system in parentheses.)

_____

_____

_____

V. Name and Address of Contact Person: _____

_____

(This is the person in the system or school to whom correspondence, newsletters, and other publications will be mailed for distribution whenever bulk mailings are necessary.)

VI. Elementary Schools Applying: _____ (number) as of _____ (month) _____ (year)

VII. Pupil Membership in Elementary School(s) _____ (number) as of _____ (month) _____ (year)

VIII. Dues: $_____ (amount)

(Calculate dues from schedule on back of this page using pupil membership and number of schools reported above. Enter amount and enclose check.)

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*Usually superintendents prefer affiliation on a system-wide basis. To be eligible for system-wide membership, every elementary school in the system must be a member of the Cooperative Program. However, if affiliation is desired for more than one school within a system, but not on a system-wide basis, a separate application form must be completed for each school and dues calculated on the basis of that school's pupil membership. Additional application forms for this purpose are available from the Association's office.

Schedule of Fees*

All affiliated units pay dues based on the following schedule:

Pupil Membership	Base Fee	Per School
0-199	$ 30	$6
200-499	35	6
500-749	40	6
750-999	50	6
1,000-1,249	60	6
1,250-1,499	70	6
1,500-1,999	80	6
2,000-2,499	100	6
2,500-2,999	120	6
3,000-3,499	140	6
3,500-3,999	160	6
4,000-4,499	185	6
4,500-4,999	210	6
5,000-7,499	235	6
7,500-9,999	260	6
10,000-12,499	285	6
12,500-14,999	310	6
15,000-19,999	340	6
20,000-24,999	370	6
25,000-29,999	400	6
30,000-39,999	440	6
40,000-49,999	480	6
50,000-59,999	525	6
60,000-69,999	670	6
70,000-79,999	715	6
80,000-89,999	760	6
90,000-99,999	805	6
Over 100,000	850	6

*If application is made for more than one school within a system, but system-wide affiliation is not desired; dues for each school must be calculated on an individual-school basis.

IX. Administrative and supervisory personnel, other than superintendent and principals, to whom newsletters should be mailed:

Name and Title	Address

X. List of Schools

List all elementary schools below that are applying for initial membership in the Cooperative Program. Attach additional sheets in duplicate if needed. Regional newsletters will be mailed to the principal of each school.

Name of School	Name of Principal	Mailing Address (Including zip code)	Grades Included	Pupil Membership (End of last reporting period)

APPENDIX IV

Form 2-A
(Revised)
CPEE-SACS
5/1/70

Commission on Elementary Schools
Southern Association of Colleges and Schools
795 Peachtree Street, N.E., Fifth Floor
Atlanta, Georgia 30308

System-Wide Annual Report
for
Affiliation and Accreditation

19____19____

This report is to be completed annually by the superintendent and staff of each affiliated or accredited system. It should be completed in triplicate and two copies, together with two copies of all individual-school reports, (Form 2-B, Revised), mailed to the chairman of the State Elementary Committee or his designee for receipt by October 15. There is no requirement that standards be met for affiliation.

SYSTEM_____ SUPERINTENDENT_____

ADDRESS_____ CONTACT PERSON_____
(zip code)

Total Elementary Enrollment at End of First Month of School (Include pupils in kindergartens) ☐

Total Number of Schools in System at End of First Month of School (Include all schools with elementary grades and any kindergartens operating as separate units.) ☐

TO BE COMPLETED ONLY FOR SYSTEM-WIDE AFFILIATION WITH NO SCHOOLS ACCREDITED

Number of School Reporting for Continuing Affiliation Only	_____
Number of Affiliated Schools Closed Since Last Annual Report*	_____
Number of Schools Reporting for First Year of Affiliation*	_____

TO BE COMPLETED ONLY FOR SYSTEM-WIDE AFFILIATION WITH ONE OR MORE SCHOOLS ACCREDITED ON AN INDIVIDUAL-SCHOOL BASIS

Number of Schools Reporting for Continuing Affiliation Only	_____
Number of Affiliated Schools Closed Since Last Annual Report*	_____
Number of Schools Reporting for First Year of Affiliation*	_____
Number of Schools Reporting for Continuing Accreditation on an Individual-School Basis	_____
Number of Schools Applying for Initial Accreditation on an Individual-School Basis*	_____

TO BE COMPLETED ONLY FOR SYSTEM-WIDE ACCREDITATION

Date of Initial** Accreditation_____ Year

Date of Last Interim Review (If Applicable)_____ Year

Date of Last Comprehensive Self-Study (If Applicable)_____ Year

Date of Next Interim Review_____ Year

Date of Next Comprehensive Self-Study_____ Year

Number of Schools Reporting for Continuing Accreditation	_____
Number of Accredited Schools Closed Since Last Annual Report*	_____
Number of New Schools Opened in Accredited Systems Since Last Annual Report*	_____

*Attach list of schools closed or opened in these categories.

**If applying for initial accreditation, attach copy of self-study, report of visiting committee, short- and long-range plans for improvement, and fees for accreditation. If accreditation fees have already been paid, indicate amount and to whom payment was made.

Part One

REVIEW OF STANDARDS AND SELF-ASSESSMENT

Refer to the standards in Section Three of **A GUIDE TO THE EVALUATION AND ACCREDITATION OF ELEMENTARY SCHOOLS** or the latest issue of the annual **PROCEEDINGS** of the Association.

I. Purposes

(Review the standards related to the principle: "Specific purposes cooperatively identified, clearly stated, and mutually accepted, give direction to the entire educational enterprise.")

A. Does the system have a written statement of purposes? Yes____ No____

When was this statement last revised?_____

B. Does the system have a plan to orient new staff members and new residents of the community regarding purposes? Yes____ No____

C. Does the system examine and revise regularly its statement of purposes? Yes____ No____

D. Have all standards for Purposes been reviewed by the system-wide staff? Yes____ No____

II. Program

(Review the standards related to the principle: "The maximum development of each pupil mentally, socially, physically, and emotionally is facilitated by a balanced program of appropriate elementary school experiences.")

A. Does the system have a program that is consistent with its purposes? Yes____ No____

B. Does the system have a program that reflects knowledge and understanding of the pupils it serves and continuously provides meaningful learning experiences for all pupils? Yes____ No____

C. Does the system have a plan to examine regularly and systematically its efforts to provide a balanced program of appropriate educational experiences? Yes____ No____

D. Does the system have an effective program of special services? Yes____ No____

E. Does the system provide a minimum of 175 days of classroom instruction? Yes____ No____

F. Does the system prohibit varsity pattern competitive sports? Yes____ No____

G. Does the system restrict fund raising activities? Yes____ No____

H. Does the system prohibit the selling of confections and soft drinks to students? Yes____ No____

I. Have all standards for Program been reviewed by the system-wide staff? Yes____ No____

III. Personnel

(Review the standards related to the principle: "An adequate competent, qualified staff is essential to implement a program of learning experiences designed to achieve the school's purposes.")

SYSTEM-WIDE STAFF MEMBERS

List professional system-wide personnel working with instruction in elementary education such as superintendents and supervisors. Persons headquartered in the system's office but who spend full time instructing on a scheduled basis in various schools should not be listed here.

	A	B	C	D	E	F
	Name (As it appears on State Certificate) List Surname First	Responsibility	Highest Academic Degree Earned	Certification*		Explanation of Certification Deficiencies
				Proper	Emergency	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

A. Does the system have sound, written policies covering recruitment, employment, assignment, and termination of service of all personnel? Yes____ No____

When were these policies developed or last revised?_____
year

B. Does the system have a planned program of professional study and in-service activities designed to improve the effectiveness of all personnel? Yes____ No____

C. Is the number of special service professional personnel employed at the system level sufficient to assure realization of the system's purposes? Yes____ No____

D. Has provision been made for personnel as needed for operation of lunchrooms, transportation of students, and custodial and maintenance services necessary to keep buildings and grounds clean, safe, and functioning at a high level of efficiency? Yes____ No____

E. Is a single salary schedule applied to elementary school teachers and other teachers in the system? Yes____ No____

F. Are principals paid on a schedule which provides a higher monthly and annual rate than any other member of their faculties? Yes____ No____

G. Are system-wide administrative and supervisory personnel having direct responsibilities for instructional services paid a salary commensurate with their responsibilities? Yes____ No____

H. Have all standards for Personnel been reviewed by the system-wide staff? Yes____ No____

*If additional information on certification is required by the state committee, you will be notified no later than September 15 by the chairman of that group.

IV. Facilities

(Review the standards related to the principle: "Adequate facilities which include all materials and equipment are essential to achieve the purposes of the school and to facilitate expansion and modification as needs arise.")

A. Do new school sites in the system provide at least five acres plus one acre for each 100 pupils? Yes____ No____

B. Do all schools within the system have adequate space and equipment to provide all necessary services? Yes____ No____

If No, how many schools have inadequate space or equipment?_____
number

C. Do all new classrooms provide a minimum of 30 square feet per child? Yes____ No____

D. Does the system have an effective maintenance and housekeeping program designed to protect the investment in the school plant and to provide a safe, sanitary, and attractive environment for learning? Yes____ No____

E. What was the system-wide per pupil expenditure for the previous fiscal year for instructional supplies and materials, library books, supplemental reading materials, and instructional media? (Money spent for basic textbooks and equipment cannot be counted.)

$_____

F. What is the system-wide, budgeted per pupil expenditure for the current fiscal year for instructional supplies and materials, library books, supplemental reading materials, and other instructional media? (Money spent for basic textbooks and equipment cannot be counted.) $_____

G. Is there a central media and instructional materials center serving all schools in the system? Yes____ No____

H. Have all standards for Facilities been reviewed by the system-wide staff? Yes____ No____

V. School-Community Interaction

(Review the standards related to the principle: "Interaction between the school and its community is essential, based upon an understanding of the role of each in providing an adequate and effective educational program, as each functions in improving the community.")

A. Does the system have a cooperatively formulated, written plan for insuring effective school-community interaction? Yes____ No____

When was this plan formulated?_____
year

B. Does the system have a cooperatively formulated, written plan for the use of school and community resources? Yes____ No____

When was this plan formulated?_____
year

C. Does the system have an organized plan for determining community needs and utilizing them in developing the system's purposes and program? Yes____ No____

D. Does the system have an organized plan for interpreting the school's purposes and program to the community? Yes____ No____

E. Have all standards for School-Community Interaction been reviewed by the system-wide staff? Yes____ No____

VI. Coordination

(Review the standards related to the principle: "Effective integration and coordination of all factors that contribute to the defined purposes of the school program, including functions of instruction, organization, administration, and finance are essential to the achievement of quality education.")

A. Does the system have written board policies including a plan for evaluation and revision? Yes____ No____

When were these policies developed or last revised?_____
year

B. Does the system have an organized, systematic plan of communication with all schools in the system? Yes____ No____

C. Does the system have an organized, systematic plan of communication with the community? Yes____ No____

D. Are records of all funds collected and disbursed by the system kept in accurate and systematic form, properly safeguarded, and audited at appropriate intervals? Yes____ No____

E. Is there an organized system-wide plan for determining the need for, selection and procurement of, and the effective use and care of instructional materials and equipment? Yes____ No____

F. Have all standards for Coordination been reviewed by the system-wide staff? Yes____ No____

VII. System-Wide Summary Compiled from Reports of Individual Schools
(Enter appropriate data from III-PERSONNEL, Form 2-B, Revised, Pages 4 & 5.)

	Name of School	Grades Included	Number of Professional Staff Assignments in Each Category				Pupil Membership		Pupil-Teacher Ratio
			Regular Classroom Teachers	Special Area Teachers	Teachers of Exceptional Children	School-wide Staff	Regular Classes	Exceptional Classes	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
		TOTALS	*	*			*		

Number of Schools_____

Self-contained classrooms in system which exceed pupil-teacher ratio_____
number

System-wide Pupil-Teacher Ratio_____
(Use only totals marked with an asterisk to compute this ratio.)

PART TWO

SYSTEM-WIDE PROGRAM OF EDUCATIONAL IMPROVEMENT

19____19____

The key to the value of the Cooperative Program in Elementary Education is its emphasis on the improvement of educational opportunities for children. Therefore, the careful completion of PART TWO of this report is very important.

Reviewing the standards for each area will help the staff select those items which should be included in the PROGRESS REPORT OF SYSTEM-WIDE EDUCATIONAL IMPROVEMENT. This is particularly true of qualitative standards which are not reported in PART ONE. PLANS FOR SYSTEM-WIDE EDUCATIONAL IMPROVEMENT should be based on the cooperative thought and planning of the central administration, system-wide instructional staff, school faculties, parents and others concerned with building a better school system.

SYSTEM_____

I. Progress Report of System-Wide Educational Improvement

A. What significant improvements were made last year in establishing or implementing Purposes?

B. What significant progress was made last year in the area of Program? (Indicate the type of improvement, the curriculum area(s) affected, and any evidence of pupil benefit from the changes.)

C. What improvements were made last year with respect to Personnel? (This includes certification of staff, expansion of staff and in-service programs.)

D. What improvements were made last year in Facilities?

E. What improvements were made last year in the area of School-Community Interaction?

F. What improvements were made last year in Coordination?

II. Plans for System-Wide Educational Improvement

A. What do you plan to do this year relevant to Purposes?

B. What do you plan to do this year in the area of Program to improve curriculum and instruction?

C. What improvements in Personnel are anticipated this year? (This includes certification of staff, expansion of staff, and in-service professional improvement of staff.)

D. What improvements in Facilities are anticipated this year?

E. What is planned to improve School-Community Interaction this year?

F. What efforts are anticipated in the area of Coordination for this year?

The staff has assessed this system in terms of the standards. The information in this report is correct.

Date _____ Signature of Superintendent _____

Form 2-B
(Revised)
CPEE-SACS
5/1/70

Commission on Elementary Schools
Southern Association of Colleges and Schools
795 Peachtree Street, N.E., Fifth Floor
Atlanta, Georgia 30308

Individual School Annual Report
FOR
Affiliation and Accreditation

19____19____

This report is to be completed annually by the principal and staff of each affiliated or accredited school. PART ONE calls for an assessment against the standards for regional accreditation. PART TWO deals exclusively with programs of school improvement. Both parts must be completed by all affiliated and accredited schools. There is no requirement that affiliated schools meet standards.

Principals of schools affiliated or accredited on a system-wide basis should complete in quadruplicate and submit three copies by October 5 to the superintendent or his designated contact person who will forward two copies, together with the system-wide report (Form 2-A, Revised), to the chairman of the State Elementary Committee or his designee for receipt by October 15.

Principals of schools affiliated or accredited on an individual-school basis should complete in quadruplicate and submit one copy to the superintendent or his designated contact person and two copies to the chairman of the State Elementary Committee or his designee for receipt by October 15.

SCHOOL _____ PRINCIPAL _____

ADDRESS _____
(Include Zip Code)

TYPE OF MEMBERSHIP
(Check appropriate category)

- Affiliated on an individual-school basis ☐
- Affiliated as part of an affiliated system ☐
- Accredited on an individual-school basis as part of a non-affiliated system ☐
- Accredited on an individual-school basis as part of an affiliated system ☐
- Accredited as part of an accredited system ☐
- A new school opened in an accredited system since last annual report ☐

TYPE OF SCHOOL: ☐ Public ☐ Independent ☐ Parochial

GRADES IN SCHOOL_____ (e.g., K-6, 1-9, K-12)

ELEMENTARY GRADES IN SCHOOL_____ (e.g., K-3, 1-6, K-8)

TOTAL ELEMENTARY ENROLLMENT_____ (End of first month)

ORGANIZATIONAL PATTERNS BY GRADE LEVELS _____
(e.g., Ungraded 1-3; Self-contained 1-4 and Semi-departmentalized 5-8)

NAME OF SYSTEM _____

ADDRESS OF SYSTEM _____
(Include Zip Code)

TO BE COMPLETED FOR ACCREDITATION ONLY

Date of Initial* Accreditation _____ Year

Date of Last Interim Review (If Applicable) _____ Year

Date of Last Comprehensive Self-Study (If Applicable) _____ Year

Date of Next Interim Review _____ Year

Date of Next Comprehensive Self-Study _____ Year

*If applying for initial accreditation, attach copy of self-study, report of visiting committee, short- and long-range plans for improvement, and fees for accreditation. If accreditation fees have already been paid, indicate amount and to whom payment was made.

Part One

REVIEW OF STANDARDS AND SELF-ASSESSMENT

Refer to the standards in Section Three of **A GUIDE TO THE EVALUATION AND ACCREDITATION OF ELEMENTARY SCHOOLS** or the latest issue of the annual **PROCEEDINGS** of the Association.

I. Purposes

(Review the standards related to the principle: "Specific purposes cooperatively identified, clearly stated, and mutually accepted, give direction to the entire educational enterprise.")

A. Does the school have a written statement of purposes? Yes____ No____

Date of last revision_____

B. Does the school have a plan to orient new staff members and new residents of the community regarding purposes? Yes____ No____

C. Does the school examine and revise regularly its statement of purposes? Yes____ No____

D Have all standards for Purposes been reviewed by the faculty? Yes____ No____

II. Program

(Review the standards related to the principle: "The maximum development of each pupil mentally, socially, physically, and emotionally is facilitated by a balanced program of appropriate elementary school experiences.")

A. Does the school have a program that is consistent with its purposes? Yes____ No____

B. Does the school have a program that reflects knowledge and understanding of the pupil it serves and continuously provides meaningful learning experiences for all pupils? Yes____ No____

C. Does the school have a plan to examine regularly and systematically its efforts to provide a balanced program of appropriate educational experiences? Yes____ No____

D. Does the school have an effective program of special services? Yes____ No____

E. Does the school provide a minimum of 175 days of classroom instruction? Yes____ No____

F. Does the school restrict varsity pattern competitive sports? Yes____ No____

G. Does the school restrict fund raising activities? Yes____ No____

H. Does the school prohibit the selling of confections and soft drinks to students? Yes____ No____

I. Have all standards for Program been reviewed by the faculty? Yes____ No____

III. Personnel

(Review the standards related to the principle: "An adequate competent, qualified staff is essential to implement a program of learning experiences designed to achieve the school's purposes.")

TEACHERS INCLUDED IN PUPIL-TEACHER RATIO

List names in these categories and in this order: (1) regular classroom teachers; (2) teachers in special areas such as music, art, physical education. Do not include teachers of exceptional children.

Do not list school-wide personnel unless scheduled to teach on a regular basis. Column C is for per cent of week taught in school as reported in Column B. Non-teaching duties are not to be shown.

A	B	C	D	E	F	G	H
Name (As it appears on state certificate) List Surname First	Grade, Area, or Subject Taught	Per Cent of Week	Membership in Self-Contained Classroom ONLY	Highest Academic Degree Earned	Certification*		Explanation of Certification Deficiencies
					Proper	Emergency	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
	TOTAL**						

*If additional information on certification is required by the state committee, you will be notified no later than September 15 by the chairman of that group.

**State in terms of full-time equivalences to the nearest tenth.

III. Teachers Included in Pupil-Teacher Ratio (Continued)

	A	B	C	D	E	F	G	H
	Name (As it appears on state certificate) List Surname First	Grade, Area, or Subject Taught	Per Cent of Week	Membership in Self-Contained Classroom ONLY	Highest Academic Degree Earned	Certification*		Explanation of Certification Deficiencies
						Proper	Emergency	
21								
22								
23								
24								
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								
		TOTAL**						

Computation of Pupil-Teacher Ratio

1. Number of regular classroom teachers** _____
2. Number of teachers in special areas** _____
3. Total number of teachers in Items 1 and 2** _____
4. Total membership in regular classes at the end of first month of school. (Do not include exceptional children) _____
5. Pupil-teacher ratio (Item 4 divided by Item 3) _____

*If additional information on certification is required by the state committee, you will be notified no later than September 15 by the chairman of that group.

**State in terms of full-time equivalences to the nearest tenth.

III. Teachers of Exceptional Children

List teachers of exceptional children such as the gifted, the educable mentally retarded, trainable mentally retarded, minimal brain dysfunction, emotionally disturbed, the deaf and partially sighted. **Neither pupils nor teachers listed in this chart are to be counted in determining pupil-teacher ratio.**

A	B	C	D	E	F	G	H
Name (As it appears on state certificate) List Surname First	Type of Exceptionality	Per Cent of Week	Membership in Classes	Highest Academic Degree or Level of Training	Certification*		Explanation of Certification Deficiencies
					Proper	Emergency	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
	TOTAL						

III. School-Wide Staff Members

List personnel serving the whole school such as those entered below. Use attachments if necessary. In Column C, show only per cent of week spent as reported in Column B. Teaching duties are not to be shown. **These staff members are not to be counted in determining pupil-teacher ratio.**

A	B	C	D	E	F	G
Name (As it appears on state certificate) List Surname First	Responsibility	Per Cent of Week	Highest Academic Degree or Level of Training	Certification*		Explanation of Certification Deficiencies
				Proper	Emergency	
	Principal					
	Assistant Principal					
	Librarian					
	Assistant Librarian					
	Guidance Counselor					
	Nurse					
	School Secretary			X	X	
				X	X	
	Library Clerk			X	X	
				X	X	
				X	X	
	TOTAL					

*If additional information on certification is required by the state committee, you will be notified no later than September 15 by the chairman of that group.

III. System-Wide Staff Members*

List professional system-wide personnel working with instruction in elementary education such as superintendents and supervisor. Persons headquartered in the system's office but who spend full-time instructing on a scheduled basis in various schools should not be listed here. **System-wide staff members included in this chart are not to be counted in determining pupil-teacher ratio.**

A	B	C	D	E	F
Name (As it appears on state certificate) List Surname First	Responsibility	Highest Academic Degree Earned	Certification*		Explanation of Certification Deficiencies
			Proper	Emergency	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

*Completion of this chart is required of schools accredited, or applying for accreditation on an individual-school basis. Its completion is optional for schools affiliated on an individual-school basis. Schools affiliated or accredited on a system-wide basis should not complete this chart.

**If additional information on certification is required by the state committee, you will be notified no later than September 15 by the chairman of that group.

A. Does the school or system have sound written policies covering recruitment, employment, assignment, and termination of service of all school personnel ? Yes____ No____

When were these policies developed or last revised?_____
year

B. Does the school have a planned program of professional study and in-service activities designed to improve the effectiveness of all school personnel? Yes____ No____

C. Is the number of special service professional personnel employed at the school or system level sufficient to assure realization of the school's purposes? Yes____ No____

D. Has provision been made for personnel as needed for operation of the lunchroom, transportation of students, custodial and maintenance services necessary to keep building and grounds clean, safe, and functioning at a high level of efficiency? Yes____ No____

E. How many janitors does the school employ? (State in full-time equivalences)_____

How many maids does the school employ? (State in full-time equivalences)_____

F. Has provision been made as needed for non-professional and/or para-professional assistance to teachers and children in the classroom and are such personnel under the direct supervision of professionals at all times? Yes____ No____

G. How many such persons are employed? (State in full-time equivalences and in these categories if possible) Para-professionals._____ Teacher-aides:_____
number number

Teacher-helpers:_____
number

H. Is a single salary schedule applied to elementary school teachers and other teachers in the system? Yes____ No____

I. Is the principal paid on a schedule which provides a higher monthly and annual rate than any other member of the faculty? Yes____ No____

J. Have all standards for Personnel been reviewed by the faculty? Yes____ No____

IV. Facilities

(Review the standards related to the principle: "Adequate facilities, which include all materials and equipment, are essential to achieve the purposes of the school and to facilitate expansion and modification as needs arise.")

A. What is the size of the school site in acres?_____

B. Does the school have adequate space and equipment for all necessary services? Yes____ No____

C. Do new classrooms provide a minimum of 30 square feet per child? Yes____ No____

D. Does the school have an effective maintenance and housekeeping program designed to protect the investment in the school plant and to provide a safe, sanitary, and attractive environment for learning? Yes____ No____

E. What was the per pupil expenditure in this school for the previous fiscal year for instructional supplies and materials, library books, supplemental reading materials, and other instructional media? (Money spent for basic textbooks and equipment can not be counted.)

$_____

F. What is the budgeted per pupil expenditure in this school for the current fiscal year for instructional supplies and materials, library books, supplemental reading materials, and other instructional media? (Money budgeted for basic textbooks and equipment cannot be counted as a part of the budgeted per pupil expenditure.) $_____.
If per pupil expenditure in this school is not available at this time, what is the system-wide budgeted per pupil expenditure? $_____

G. Does the school have a central library? Yes____ No____
What are the dimensions of the library?_____

H. How may books are in the library?_____
How many books per child are there in the library?_____

I. Does the library contain a balanced basic collection from standard approved lists? Yes____ No____
If not, do you have a plan which insures a balanced basic collection? Yes____ No____

J. Have all standards for Facilities been reviewed by the faculty? Yes____ No____

V. School-Community Interaction

(Review the standards related to the principle: "Interaction between the school and its community is essential, based upon an understanding of the role of each in providing an adequate and effective educational program, as each functions in improving the community.")

A. Does the school have a cooperatively formulated, written plan for insuring effective school-community interaction? Yes____ No____
When was this plan formulated?_____
year

B. Does the school have a cooperatively formulated, written plan for the use of school and community resources? Yes____ No____
When was this plan formulated?_____
year

C. Does the school have an organized plan for determining community needs and utilizing them in developing the school's purposes and program? Yes____ No____

D. Does the school have an organized plan for interpreting the school's purposes and program to the community? Yes____ No____

E. Have all standards for School-Community Interaction been reviewed by the faculty? Yes____ No____

VI. Coordination

(Review the standards related to the principle: "Effective integration and coordination of all factors that contribute to the defined purposes of the school program, including the functions of instruction, organization, administration, and finance, are essential to the achievement of quality education.")

A. Does the school have an organized, systematic plan of communication within the school and within the community? Yes____ No____

B. Are records of all funds collected and disbursed by the school kept in accurate and systematic form, properly safe-guarded, and audited at appropriate intervals? Yes____ No____

C. Is there an organized plan for determining the need for, selection and procurement of, and the effective use and care of instructional materials and equipment? Yes____ No____

D. Have all standards for Coordination been reviewed by the faculty? Yes____ No____

PART TWO

PROGRAM OF SCHOOL IMPROVEMENT

19____19____

The key to the value of the Cooperative Program in Elementary Education is its emphasis on the improvement of educational opportunities for children. Therefore, the careful completion of PART TWO of this report is very important.

Reviewing the standards for each area will help the faculty select those items which should be included in the PROGRESS REPORT ON SCHOOL IMPROVEMENT. This is particularly true of the qualitative standards which are not reported in PART ONE. PLANS FOR SCHOOL IMPROVEMENT should be based on the cooperative thought and planning of the faculty, administration, parents, and others concerned with building a better school program.

SCHOOL _____ SYSTEM _____

I. Progress Report on School Improvement

A. What significant improvements were made last year in establishing or implementing Purposes?

B. What significant progress was made last year in the area of Program with respect to instruction? (Indicate the type of improvement, the curriculum area(s) affected, and any evidences of pupil benefit from the change.)

C. What improvements were made last year with respect to Personnel? (This includes certification of staff, expansion of staff, and in-service professional improvement of staff. Mention degrees earned, projects undertaken, special studies made.)

D. What improvements were made last year in Facilities?

E. What improvements were made last year in the area of School-Community Interaction? (Your PTA officers, room mothers, or others may be of help with this section.)

F. What improvements were made last year in Coordination? (Your superintendent or board members may have helpful ideas on this.)

II. Plans for School Improvement

A. What do you plan to do this year relevant to Purposes?

B. What do you plan to do this year in the area of Program to improve curriculum and teaching-learning situations?

C. What improvements in Personnel are anticipated this year? (This includes certification of staff, expansion of staff, and in-service professional improvement of staff. Mention projects to be undertaken and special studies to be made.)

D. What improvements in Facilities are anticipated this year?

E. What is planned to improve School-Community Interaction this year?

F. What efforts are anticipated in the area of Coordination for this year?

The staff has assessed this school in terms of the standards. The information in this report is correct.

Date	Signature of Principal